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ABSTRACT

The evaluation plans for the Orange County Public Schools, Orlando, Florida, are summarized. Both instructional programs and support services are assessed, to determine the effectiveness of the programs as well as their value. Evaluations are planned and conducted by the Program Evaluation Section, using the Educational Planning and Resource Management System. This section develops a five-year calendar for program evaluations every year, conducts evaluations and reports results, and collaborates with school district personnel as needed. It also suggests research topics and approves researchers' requests. Standards for evaluation include utility, feasibility, propriety, and accuracy. Evaluation criteria concern appropriateness of objectives, operational guidelines, program implementation, satisfying objectives, successful output, and satisfactory environment. The sequence of evaluation events includes program selection, development of questions, evaluation design, selection of instruments, presentation and distribution of plans, data collection and analysis, preparation and distribution of reports, and development of follow-up plans. The roles played by various staff are also detailed: superintendent, administrative staff, associate superintendent, director of testing and program evaluation, evaluator, directors of program contacts, program contacts, advisory committees, principals, teachers, and community groups. Other services provided by the Program Evaluation Section are described. (GDC)

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Department of Planning and Governmental Relations

Testing and Program Evaluation Section

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COMPREHENSIVE PLAN FOR PROGRAM EVALUATION
September 1985

ORANGE COUNTY PUBLIC SCHOOLS • ORLANDO, FLORIDA

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Joseph J. Marinelli, Associate Superintendent
for Planning and Governmental Relations

Jacquelyn H. Still, Director of Testing
and Program Evaluation

TM 860 148

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COMPREHENSIVE PLAN FOR PROGRAM EVALUATION

I. RATIONALE FOR PROGRAM EVALUATION

Program evaluation occurs to provide information to decision makers. It addresses the questions: Are programs showing satisfactory progress in achieving desired results and if not, why not?

The primary reason that school districts exist is to provide instructional programs which determine to a large extent the educational progress of students. In order to deliver instructional programs, support programs are also essential. Thus, it is important that the best possible programs be provided for students. Planning is essential for the provision of excellent programs, and evaluation is the component of planning that determines the progress or effectiveness of a program. The results of program evaluation are one determinant for the identification of needs which, in part, leads to the establishment of objectives in the District Plan.

To maximize efficiency and effectiveness in examining the quality of programs, the evaluation process must be independent and objective yet collaboratively undertaken with instructional and support personnel. The Program Evaluation Section provides a mechanism for the independent and objective gathering of relevant data for decision making.

In addition to evaluations of the Program Evaluation Section, evaluations are also conducted in a number of program areas by individuals, agencies, and organizations external to the school system. These evaluations provide information for programmatic decisions which is incorporated into the overall evaluation process for the district. A major external evaluation is the Program Compliance and Performance Audit, which is conducted by the Florida Department of Education and coordinated by the Program Evaluation Section. Evaluation information is also frequently gathered by various district personnel. The evaluation staff is available to provide technical assistance in the collection of this information. Copies of the final evaluation reports are to be filed with the Program Evaluation Section. Information from all evaluations will allow for better analyses of programs and better planning to establish priorities for the Program Evaluation Section. Thus, the Program Evaluation Section serves as a clearinghouse of evaluation information and a contact point for all major evaluations.

It is the prime responsibility of the Program Evaluation Section to develop and carry out the district's five-year calendar for program evaluation. This limits the extent of staff involvement in external agency evaluations and other evaluations by district personnel. This limitation of personnel time also dictates that every program and all aspects of a program cannot be considered during a five-year period. Priorities for involvement will have to be established. Proactive involvement with programs facing critical decisions and with identified needs must be foremost in planning for the efficient and effective utilization of the resources of the evaluation unit.

In a time of scarce resources when all governmental agencies are competing for dollars, it is necessary to ensure that programs are operating in an efficient manner. In discharging the responsibility of program improvement, the evaluation process shall support and enhance the Educational Planning and Resource Management System (EPRMS), for evaluation is one of the major tasks of the planning process. EPRMS is the planning process for Orange County Public Schools.

II. DEFINITION AND PURPOSE OF PROGRAM EVALUATION

For the Orange County Public Schools, program evaluation is defined as a determination of the effectiveness of an instructional or support program in relation to acceptable criteria for the program, as well as a determination of the value of the program. Effectiveness refers to how well a program is accomplishing its purpose or objectives. Value refers to the worth of the program. Determination of value may involve examination of the worth of the objectives of a program.

The purpose of program evaluation is the improvement of programs through information provided on how effectively programs are meeting the needs of students. The information will indicate how a program is progressing toward its objectives, how well the program is being implemented, and other information required to make rational decisions. The information will be used for decisions about the organization and implementation of programs, the type and amount of resources that should be allocated for the program, the development of the District Plan, and the development of individual management objectives.

III. OBJECTIVES OF THE PROGRAM EVALUATION SECTION

The Program Evaluation Section has the following objectives:

A. To annually develop a five-year calendar for program evaluations

B. To provide a framework and procedures by which to develop evaluation plans for programs to be evaluated

C. To collaborate with instructional and support personnel in planning evaluations

D. To conduct evaluations specified by the program evaluation calendar, including collection and analysis of data, writing final reports, and reporting results to appropriate personnel

E. To follow up on the progress being made in implementing program evaluation action plans

F. To assist building administrators in assessing and improving programs by providing evaluation results for individual schools

G. To contribute to the overall planning process of EPRMS through cooperative involvement with district staff and the provision of relevant data for determining objectives for the District Plan.

H. To provide evaluation-related assistance as requested on projects conducted by other personnel in the district

I. To be aware of evaluations conducted by external agencies, information provided by them, and their utility to the planning process for the district

J. To support research in the district by annually providing for interested individuals, colleges, and universities a list of topics that are useful to the district and by screening and approving research requests

IV. PROFESSIONAL STANDARDS

The Standards for Evaluations of Educational Programs, Projects, and Materials, developed by the Joint Committee on Standards for Educational Evaluation, will be applied to program evaluations conducted by the Program Evaluation Section. The standards fall into the following categories:

A. Utility - to ensure that an evaluation will serve the practical information needs of the audiences

B. Feasibility - to ensure that an evaluation will be realistic, prudent, diplomatic, and frugal

C. Propriety - to ensure that an evaluation will be conducted legally, ethically, and with due regard for the welfare of those involved in the evaluation, as well as those affected by its results

D. Accuracy - to ensure the conveyance of technically adequate information

V. EVALUATION CRITERIA

Evaluation criteria are specifications or standards by which the degree of effectiveness of the program is determined. Comparisons are made between the various aspects of the program and the relevant criteria in the evaluation.

What criteria should be used to make the determination? Are there authoritative sources that can provide the proper direction in establishing such criteria? To address these questions, a study of various materials was conducted that included the following: Evaluative Criteria, by the National Study of School Evaluation (NSSE); accreditation reports by the Southern Association of Colleges and Schools (SACS); Compliance and Performance Audits, The Process Explained and Program Compliance and Performance Audits of Public Schools by the Florida Department of Education; evaluation products from other school districts and states; professional journals; and books. The intent was to find basic evaluation criteria essential to all programs. Such criteria enable evaluators and instructional staff to know the minimum acceptable level of a program. From the study of the various evaluation approaches, the following evaluative criteria essential to all programs emerged:

A. Are the program objectives appropriate as determined by literature reviews and the needs of OCPS?

B. Are there satisfactory operational guidelines that include the program's objectives and are available to all personnel in the program?

C. Is the program being implemented according to its design?

D. To what degree does the program meet significant objectives established for the program and for the evaluation?

E. Is there evidence of success or progress towards a product, or output variable, as a result of the program?

F. Is the environment -- including management, facilities, equipment, supplies, and material -- satisfactory?

These six questions will be considered in planning all evaluations. They will help to determine if a program is functioning at the minimum acceptable level. For any program under consideration, however, it should be borne in mind that an evaluation is structured by the decisions to be made and is to supply information on these particular decisions. Evaluation is a problem-solving approach that emphasizes adaptation to specific conditions. There should be an emphasis on situational responsiveness and a conscious commitment to matching evaluation approaches to the needs and interests of those with whom one is working.

Criteria in addition to A-F above may be necessary to measure more fully the effectiveness of a particular program. Input for additional aspects of a program to be investigated will be received from the Superintendent and his administrative staff and other involved personnel. Product, process, or input data may be needed. Product data focus on objectives or results of the program. The things done to bring about product are processes. Processes indicate what will be done; who will do it; and how, when, and where it will be done. The resources needed to support the processes are inputs; these resources include personnel, facilities, materials, and other prerequisites.

VI. SEQUENCE OF ANNUAL EVENTS TO CONDUCT A PROGRAM EVALUATION

The following sequence of events is provided to guide all personnel involved in evaluations as to responsibilities and time frameworks.

A. Selection of Programs for Evaluation: The Five-Year Calendar (Early November)

Due to the large number of programs in the district and the constraints on staff time, the first critical event for evaluations is a wise choice of programs to be evaluated. The Program Evaluation Section will prepare annually a recommended five-year calendar of programs to be evaluated. The programs for the upcoming year will be reviewed in light of events that may affect evaluation priorities. The decision on which programs to evaluate requires a broad knowledge of the school system. Judgment will be based on input from the Superintendent and his administrative staff, the School Board, programs emphasized in the District Plan, state and federal mandates, student testing results, other external

and internal evaluations, information on program emphasis at the school level from the review of decision packages which are submitted as part of the planning process (EPRMS), and input from community organizations. Some programs may need evaluation assistance that spans several years. (See Appendix A for further information on input for selection of programs for evaluation.)

The proposed calendar will be recommended by the Associate Superintendent for Planning and Governmental Relations (hereafter referred to as AS/PGR) and adopted by the Superintendent. Programs selected in November for an evaluation will be evaluated during the following school year. The five-year calendar should allow sufficient time for appropriate staff to submit program objectives.

B. Development of Questions to be Pursued by the Evaluation

It is critical that evaluators become familiar with programs and know the important issues and decisions that need to be made about the programs. An evaluator, i.e., a member of the Program Evaluation Section, will be assigned to each program to be evaluated. To ensure that appropriate questions are pursued, evaluators will do the following:

1. Receive initial input from the Superintendent and the administrative staff. This will be accomplished in conjunction with receiving input for developing the five-year calendar. This input will allow evaluators to know issues and concerns that need to be addressed and to share them with program staff at the outset. This input will help ensure that evaluations focus on the most important issues and address questions about which decision makers are most concerned. (End of November)

2. Meet with experienced and new program contacts to introduce the program evaluation process, share experiences from having participated in an evaluation, and begin formulating plans for the upcoming evaluations. (End of November)

3. Become thoroughly familiar with the program and other evaluations conducted in the area through literature searches; available documents, such as curriculum guides and handbooks; and discussion with the program consultant and other appropriate personnel. The evaluator needs to become steeped in the existing program and in research and evaluations related to the program to know how to effectively plan the evaluation. (November through February)

4. Receive a list of program objectives and activities central to the accomplishment of these objectives from the program consultants, who are designated as program contacts for the evaluations. This requirement of a list of objectives and activities will alert program staff to the necessity of having objectives crystallized in measurable terms and will provide initial information to evaluators to familiarize them with the program so that they can begin to formulate evaluation designs. (End of third week in December)

5. Develop the evaluation questions to be pursued for each program in consultation with the program contact; include information received from deputy and associate superintendents. (End of third week in January)

6. Present the evaluation questions to be pursued to the Superintendent, deputy superintendents, AS/PGR, and other appropriate associate superintendents for their approval. The evaluation questions will provide communication to ensure that important issues have been included and interpreted as intended and that the district's leaders approve of the approach to evaluations being pursued. (End of January)

See Appendix A for further information on developing questions for the evaluations.

C. Design of the Evaluation (February through May)

The evaluator will design evaluations in consultation with program staff and with consideration to input received as described in B above. The Planning/Report Form for Program Evaluation, Parts I-V, will be utilized as a guide (see Appendix B). Parts I-V of the form include program description, objectives, evaluation questions, assessment instruments, and procedures. As the evaluation is planned, decisions will be made on the type and format of reports for the individual schools.

A Program Evaluation Monitoring Checklist (see Appendix C), which includes timelines and responsibilities, and a Cost Analysis for Program Evaluation (see Appendix D) will be completed jointly by the evaluator and coordinator and approved by the appropriate supervisors. These documents will ensure that responsibilities for tasks and costs are mutually understood. A cost analysis of an evaluation is important to make personnel aware of what is involved to carry out the plans. Otherwise, many expenses may be overlooked. The design of an evaluation; for example, sampling instead of collecting information from an entire population, may be adjusted after projected costs are realized. Expenses incurred for evaluation purposes will be the responsibility of the Program Evaluation Section. Expenses for the program per se are to be paid from the work location budget of the program.

D. Selection of Evaluation Instruments (February through May)

Evaluators will decide upon instruments to be used and then design instruments as needed. The Testing Section will advise on achievement data currently available and its applicability to program evaluation, as well as on test selection, interpretation, and development. Test data currently available will be utilized to the fullest extent.

E. Presentation of Plans to Advisory Committees (Mid-May)

Advisory committees for elementary and secondary programs will be convened to give their input, when necessary; for example, to discuss the compatibility of timelines with school schedules and the feasibility of evaluation plans. The committees consist of principals, directors, consultants for programs being evaluated, and program evaluation staff members.

F. Distribution of Plans and Timelines (Mid-August)

Evaluation plans and timelines of activities will be presented to all principals prior to preschool planning. These plans may be presented through a memorandum or at regularly scheduled meetings for principals.

Evaluation plans and timelines of activities will be presented to program staff at the preschool staff development sessions. This presentation of evaluation plans will allow program staff to know the kinds of information about their programs that will be gathered. If no staff development sessions are planned for a group, another meeting time will be scheduled.

G. Collection and Analysis of Data (Throughout school year, September-May)

Data collection and analysis will be the responsibility of the Program Evaluation Section. The most effective approach will be decided upon individually for each program.

H. Preparation of Evaluation Reports (June of the year following A-G above)

Evaluation reports will be prepared by the evaluator. The content of the reports will follow a format which includes a table of contents, an executive summary, purpose of evaluation, related district goal(s), program description, program objectives, evaluation questions, assessment instruments, procedure, findings, conclusions, and recommendations. Before the reports are prepared for release, they will be discussed and shared with the appropriate associate and deputy superintendents and program staff, who will have the opportunity to react and give suggestions. Reports will then be reviewed by the Director of Testing and Program Evaluation and the AS/PGR and submitted to the Superintendent.

I. Distribution of Evaluation Reports (August of the year following A-H above)

The complete evaluation report, including an executive summary, will be bound and copies distributed to the associate superintendent with general supervision over the program, the program contacts and their supervisors, and other designated individuals as appropriate. Executive summaries only will be sent to School Board members, the Superintendent, deputy superintendents, associate superintendents who do not receive the complete reports, the Assistant to the Superintendent for Community Relations, and principals for the applicable level. The total report will be made available upon request. For an evaluation there may be other designated individuals who will receive selected information. The choice of personnel to receive information will be based on involvement with the program and usefulness of the information. Findings will be presented to school-level personnel at a staff development session or other appropriate meeting early in the school year.

J. Development of and Follow-up on Action Plans (August and September of the year following A-H above until implementation of action plan)

Because a program evaluation is expected to be a useful tool for making decisions about the program, an action plan will be developed to address the findings and recommendations of the evaluation report. The

recommendations will define what is needed; how the need is to be addressed will be left to the appropriate program staff as they develop the action plan. Budget decisions and policy implications will be a part of action plans. A continuing objective of the District Plan should be to develop and implement action plans for programs which were evaluated in the previous program evaluation cycle. The development of action plans will include the following:

1. Evaluation reports are prepared by the Program Evaluation Section and approved by the Superintendent.

2. Superintendent meets with program contacts, their supervisors, directors, associate superintendents, and evaluation personnel to review conclusions and recommendations.

3. Superintendent charges program personnel to prepare action plans, including timelines, to be approved up through deputy superintendents. A copy of the actions plans will be sent to the AS/PGR. The AS/PGR will consider, in conjunction with deputy and associate superintendents, components of action plans to be included in the District Plan. Associates will consider components of action plans for departmental and individual objectives; therefore, the action plans need to be developed before departmental and individual objectives are finalized. (For further details, refer to EPRMS.)

4. Action plans will serve as monitoring instruments to be utilized semi-annually in conjunction with gathering information for the District Plan's progress report. The following are to be included in the plans: recommendations, response/action to be taken to include activities, personnel responsible, timeline, and progress to date. (See Appendix E for action plan form.)

VII. ROLES OF VARIOUS DISTRICT STAFF IN PROGRAM EVALUATIONS

In the foregoing sequence of events for an evaluation, the roles of various personnel were cited. These roles are summarized as follows:

A. Superintendent

1. Provides input for establishment of five-year calendar; reviews and adopts calendar

2. Provides input on major issues and concerns to be addressed by evaluations

3. Approves final list of evaluation questions to be pursued

4. Reviews and reacts to evaluation reports and approves executive summaries

5. Reviews recommendations and conclusions of evaluation reports and charges program personnel to prepare action plans

6. Transmits executive summaries to School Board members and community groups

B. Superintendent's Administrative Staff (appropriate associate and deputy superintendents)

1. Give suggestions for which programs should be included on the evaluation calendar each year

2. Apprise evaluators of the issues and concerns that need to be addressed for each program

3. Review and approve the evaluation questions to be pursued for each program

4. Support the evaluations conducted in their areas by working closely with directors and program consultants involved in evaluations in their areas

5. Review and approve action plans based on findings of evaluations

C. Associate Superintendent for Planning and Governmental Relations

1. Supervises the coordination of system-wide program evaluations and communicates between the Superintendent's administrative staff and the Program Evaluation Section on policy decisions about program evaluations

2. Integrates program evaluation with overall planning process to recommend in conjunction with deputy and associate superintendents the components of action plans to be included in the District Plan

3. Recommends proposed five-year calendar for program evaluation to Superintendent

4. Carries out VII-B, 1-3

D. Direct of Testing and Program Evaluation

1. Prepares annually a recommended five-year calendar for program evaluation

2. Assigns program evaluation responsibilities to staff

3. Recommends evaluation questions to be pursued to the AS/PGR

4. Designs and conducts program evaluations

5. Approves evaluation designs

6. Supervises implementation of program evaluations

7. Appoints members and conducts meetings of the elementary and secondary advisory committees

8. Informs appropriate personnel of evaluation plans and timelines

9. Reviews evaluation reports; recommends reports to the AS/PGR

10. Directs distribution of evaluation reports

11. Assists in integrating program evaluation with overall planning process

E. Evaluator

1. Recommends programs to be continued beyond one year for the five-year evaluation calendar

2. Becomes familiar with programs being evaluated and with important issues to be addressed and decisions to be made about the programs

3. Develops evaluation questions to be pursued as outlined in VI-B

4. Designs evaluations in consultation with program staff; the design includes the selection and/or development of assessment instruments

5. Implements evaluations, including collection and analysis of data

6. Presents results to program staff

7. Prepares final evaluation reports

8. Reviews progress in implementation of action plans

F. Directors and Supervisors of Program Contacts

1. Apprise evaluators of issues and concerns to be addressed

2. Review timelines and responsibilities for tasks and costs of the evaluations

3. Review evaluation reports before they are prepared for release

4. Review action plans

G. Program Contacts

1. Provide in writing the objectives of the program in measurable terms and essential activities to achieve the objectives

2. Familiarize the evaluator with the program

3. Work with the evaluator to design the evaluation, select instruments, and plan the timeline and costs

4. Assist in implementation of the evaluation as agreed upon with the evaluator

5. Read and give reactions to a draft of the evaluation report

6. Develop an action plan based on findings

7. Implement the action plan

H. Elementary and Secondary Program Evaluation Advisory Committees

Provide feedback on the plans and timelines developed for each evaluation

I. Principals

1. Provide support for program evaluation activities in their schools

2. Provide input for programs to be included on the evaluation calendar

3. Provide information on what needs to be included in evaluations from a school-level perspective

4. Incorporate findings of program evaluations into the school plan, which includes decision packages, and into the Annual Report of School Progress, when appropriate

J. Teachers

1. Provide input for development of evaluation plans, when appropriate

2. Assist with gathering and providing information for the evaluation

3. Assist in developing an action plan when appropriate

K. Community Groups

Provide input for programs to be included on the five-year calendar

VIII. REQUESTS FOR SERVICES OF THE PROGRAM EVALUATION SECTION ON STUDIES AND SURVEYS

Personnel in the Program Evaluation Section are available to provide assistance as needed and as time allows when district staff are performing studies or conducting surveys. The type of assistance could include developing questionnaires, reviewing forms, designing studies, analyzing data, and interpreting results. The following guidelines are provided:

A. An individual seeking assistance should discuss the project with an evaluator to determine feasibility.

B. If it seems feasible for program evaluation staff to become involved, the appropriate associate superintendent will request assistance through written communication to the AS/PGR. The decision to assist in a study or

survey will be based on its importance to the district, the request being presented during the initial stages of planning for the study or survey, and time commitments of evaluation staff to their primary purposes.

C. If approved, the request will be forwarded to the Program Evaluation Section, and an evaluator will be assigned to the project.

D. For efficiency and effectiveness all requests should be made before the requestor begins to gather information. It is important that program evaluation staff have input into such matters as design of questionnaires and analysis of data.

IX. ROLE OF THE PROGRAM EVALUATION SECTION IN EXTERNAL EVALUATIONS

Many external evaluations are conducted each year, and they should be incorporated into the district's overall evaluation process. The following guidelines are provided:

A. Information on external evaluations to be conducted without any assistance from program evaluation staff or requests for assistance in gathering information for external evaluations are directed to the AS/PGR. The deputy superintendent whose division is involved is made aware of the external evaluation.

B. The information or request is referred to the Director of Testing and Program Evaluation for follow-through.

C. Contact is made with the person who will be in charge of the external evaluations that do not require any assistance from program evaluation staff. This person will take care of the mechanics of getting necessary tasks accomplished. When possible, staff from the Program Evaluation Section will be involved in exit interviews. Requests for assistance in gathering information for external evaluations will be assigned to a program evaluation staff member. The decision on involvement in external evaluations will be based on the relationship of the evaluation to the District Plan and the opportunity for evaluators to benefit from the expertise of others. Copies of external evaluation reports will be sent to the Program Evaluation Section.

X. ROLE OF THE PROGRAM EVALUATION SECTION IN RESEARCH

Requests to conduct research in the Orange County Public Schools are submitted to the AS/PGR. The request and any pertinent information is transmitted to the Program Evaluation Section for review and approval. A coordinated effort is desired so that the needs of the school system and outside agencies wanting to conduct studies may be better served. A list of research topics applicable to the district will be prepared annually and sent to appropriate personnel at the colleges and universities after the five-year evaluation calendar is finalized in November. The list of research topics will include programs on the evaluation calendar for the current year and the next year, objectives from the District Plan and various departments, as well as state legislative and policy issues. Graduate students and others will be encouraged to plan their studies based on this information.

APPENDIXES

Appendix A

ESTABLISHMENT OF EVALUATION CALENDAR AND QUESTIONS TO BE ADDRESSED BY EVALUATIONS

Source of Input	Who and How	When
Superintendent	AS/PGR	October
Administrative Staff	AS/PGR in mid-September notifies deputy superintendents to direct associate superintendents to include in an October cluster or departmental meeting an agenda item to gather recommendations from school-based managers and departmental staff members on programs to be evaluated and questions to be addressed by the evaluations. A member of the Program Evaluation Section will attend meetings, if requested.	Mid-Sept. - Nov.
	Deputy superintendents will include an agenda item for their October or November division meeting to act on input that was given to associate superintendents in the meetings above and summary information from decision packages to finalize input for programs to be evaluated and questions to be addressed.	End of Nov.
	With the information from the deputy superintendents, an evaluator and the program contact will develop a comprehensive set of questions to be pursued in the evaluation.	
	Superintendent, deputy superintendents, AS/PGR, associate superintendents, and director of testing and program evaluation will meet for presentation of information from all areas. Questions to be addressed by the evaluations will be approved.	End of Jan.
School Board	Agenda item once per year at School Board work session or regular meeting	Spring or Fall
District Plan	AS/PGR develops once per year	Summer
State and Federal Mandates	AS/PGR in conjunction with department heads	June - July
Student Test Results	Available	Year round
Other Evaluations	Available in Program Evaluation Office	Year round
Community Advisors	Planning staff meets with groups collectively or individually in conjunction with District Plan development	Once a year, Spring or Fall

Appendix B

PLANNING/REPORT FORM FOR PROGRAM EVALUATION

PROGRAM:

PURPOSE OF EVALUATION:

CONTACT PERSON:

EVALUATOR:

RELATED DISTRICT GOALS:

I. PROGRAM DESCRIPTION:

II. PROGRAM OBJECTIVES:

III. EVALUATION QUESTIONS:

IV. ASSESSMENT INSTRUMENTS:

V. PROCEDURES:

VI. FINDINGS:

VII. CONCLUSIONS AND IMPLICATIONS:

VIII. RECOMMENDATIONS:

Appendix C

PROGRAM EVALUATION MONITORING CHECKLIST

The tasks that are to occur for a program evaluation need to be carefully delineated so that all persons involved will know what to expect. The Section of Program Evaluation has agreed to notify principals and teachers early in the school year of the program evaluation activities that will be impacting their schools.

This form is designed for use by the evaluator and the program contact person to ensure that expected times and responsibilities are mutually understood. The information from this form will be used to compile a total picture of program evaluation tasks to distribute to school personnel.

Please list all tasks that must be done to accomplish the evaluation. In the column "Person(s) Responsible" it will be necessary to include the district-level person as well as the school person(s).

PROGRAM _____

TASKS	PROJECTED DATE	PERSON(S) RESPONSIBLE	COMPLETED (DATE)

SIGNATURES: (Indicates approval for Tasks, Projected Date, Person(s) Responsible)

Program Contact _____

Supervisor of Program Contact _____

Evaluator _____

Director of Testing and Program Evaluation _____

Appendix D

COST ANALYSIS FOR PROGRAM EVALUATION

The cost of a program evaluation needs to be anticipated as the evaluation is planned. The evaluator and the evaluation contact person should jointly complete this form to itemize costs and indicate the budget to which the costs will be charged. It will be necessary for the supervisor of each person to sign off on the form also.

PROGRAM _____

PROGRAM CONTACT _____

EVALUATOR _____

	ITEM	UNIT COST	QUANTITY	TOTAL COST	BUDGET TO BE CHARGED
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Explanation of Needs (complete only if not readily apparent from Planning Form for Program Evaluation): _____

_____

_____

SIGNATURES:

Program Contact _____

Supervisor of Program Contact _____

Evaluator _____

Director of Testing and Program Evaluation _____

Appendix E

ORANGE COUNTY PUBLIC SCHOOLS
ACTION PLAN TO ADDRESS EVALUATION OF PROGRAM

Program _____ Program Contact _____ Evaluator _____

This form is designed to record responses to findings and recommendations that result from a program evaluation. It will serve both for program planning and as a monitoring instrument to be utilized semiannually in conjunction with gathering information for the District Plan's progress reports. Selected components of action plans will be considered for departmental objectives and MBO's, as well as for inclusion in the District Plan. Every recommendation in the evaluation report should be listed in the first column in the order found in the report. The recommendations may be followed by any additional findings which are to be addressed by the action plan. The following personnel should approve the action plans as indicated by their signatures:

Program Contact _____ Supervisor _____

Associate Superintendent _____ Deputy Superintendent _____

		For every activity indicate the following:		
Recommendations/Additional Findings	Response/Action to Be Taken to Include Activities	Personnel Responsible	Projected Date	Date Accomplished or Progress to Date

(Continued)

Recommendations/Additional Findings	Response/Action to Be Taken to Include Activities	For every activity indicate the following: Personnel Responsible	Projected Date	Date Accomplished or Progress to Date

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